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ABSTRACT

Safe schools, violence prevention, and conflict resolution are all major concerns in addressing barriers to learning. This quick training aid presents a brief set of resources to guide those providing an in-service training session on violence prevention in schools. The packet contains a brief introduction to the topic with key talking points, fact sheets, tools and handouts, and a directory of model programs and additional resources. (GCP)

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ED 463 501

Mental Health in Schools Center
Training and Technical Assistance

A Center Quick Training Aid . . .

Violence Prevention

This document is a hard copy version of a resource that can be downloaded at no cost from the Center's website http://smhp.psych.ucla.edu The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

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U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

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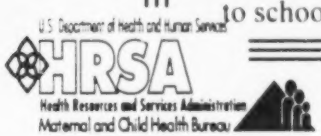
The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.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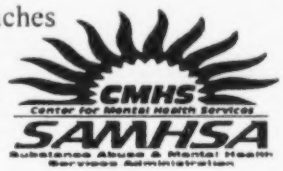

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Quick Training Aids

Violence Prevention

Periodically, windows of opportunities arise for providing inservice at schools about mental health and psychosocial concerns. When such opportunities appear, it may be helpful to access one or more of our Center's *Quick Training Aids*.

Each of these offers a brief set of resources to guide those providing an inservice session. (They also are a form of quick self-tutorial and group discussion.)

Most encompass

- key talking points for a short training session
- a brief overview of the topic
- facts sheets
- tools
- a sampling of other related information and resources

In compiling resource material, the Center tries to identify those that represent "best practice" standards. If you know of better material, please **let us know** *so that we can make improvements.*

This set of training aids was designed for free online access and interactive learning. It can be used online and/or downloaded at http://smhp.psych.ucla.edu – go to Quick Find and scroll down in the list of "Center Responses to Specific Requests" to *Safe Schools and Violence Prevention*. Besides this Quick Training Aid, you also will find a wealth of other resources on this topic.

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Guide for Suggested Talking Points

I. Brief Overview

Page

A. Present main points from:

What Works in Violence Prevention - Excerpted from a Center introductory packet entitled: *Violence Prevention and Safe Schools.* 5

1. Highlights the points that safe schools, violence prevention, and conflict reduction all are of major concerns in addressing barriers to learning. It highlights several approaches that don't work such as scare tactics, and offers insight into those that do including comprehensive programs and involving families, communities, and schools.

II. Facts

A. **The Youth Violence Problem** - Excerpted from a Center introductory packet entitled: *Violence Prevention and Safe Schools.* 6

1. This fact sheet can be incorporated into a slide and/or handout f or presentation.
2. Possible points for discussion include gender dif ferences in youth violence rates. Also, the sharp increase in y outh violence and the carry ing of weapons by high school students.

B. **Statistics on School Violence.** - Excerpted from a Center introductory packet entitled: *Violence Prevention and Safe Schools.* 7

1. This sheet provides statistical sheet inf ormation on crime victimization, weapon possession, f ighting, other assaults, and feeling safe at school.

III. Tools/Handouts - What can policy makers, schools, teachers, parents, and students do?

A. **Working Together to Create Safe Schools** - Excerpted from a Center introductory packet entitled: *Violence Prevention and Safe Schools.* 10

1. This document can be used as a handout. It prov ides a list of ideas and activities that will work to create a safer school environment. Many of these ideas may be initiated and carried out by school-site principals or parents' groups working with local school adm inistrators or by school district public relations directors, work ing cooperativ ely with school superintendents and other district adm inistrators. might arise in discussion or in planning, but are not critical to hand out to everyone.

B. **Elements for an Effective Prevention Program** - Excerpted from a Center introductory packet entitled: Violence Prev ention and Saf e Schools. 17

1. This should be used as a check list or guide. It is a com prehensive overview concerns effective for choosing or dev eloping an ef fective program.

C. **Early Warning, Timely Response: A Guide to Safe Schools** - Excerpted from a Center introductory packet entitled: Violence Prev ention and Saf e Schools. 20

1. This should be used as a guide. It presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It provides school communities with suggestions on what to look for and what to do in response to issues that may arise

D. **Action Stops for Students** - Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools. 22
   1. This should be used as a checklist. It presents some ideas that students in other schools tried to prevent violence and create safer schools.

E. **Involving Parents in School Violence Prevention** - Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools. 23
   1. Highlights the steps parents can take to prevent and reduce violence in schools

IV. Training Programs, Models, and Initiatives

A. **Safe Communities ~ Safe Schools Model Sheet** - Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools. 24
   1. This should be used as a guide. Highlights the components of a safe school plan. It addresses both the behavioral and property protection aspects of violence prevention.

B. **Blueprint for Violence Prevention** - Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools. 26
   1. This model has been developed to provide step-by-step instructions to assist communities in planning and implementing youth crime and violence prevention projects.

V. Additional Resources

A. QuickFind on Violence Prevention (printer-friendly format) 29
To view the web-based quick find on ***violence prevention***, click **here**.

VI. Originals for Overheads

B. The Youth Violence Problem -Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools.

C. Who Needs To Work Together - Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools.

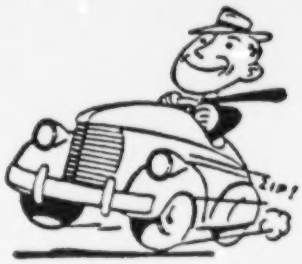
D. What Works in Violence Prevention - Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools.

E. Components of Safe School Plan -Excerpted from a Center introductory packet entitled: Violence Prevention and Safe Schools.

This material provided by:	UCLA Center for Mental Health in Schools/Los Angeles, CA 90095-1563 (310) 825-3634/ Fax: (310) 206-8716/ Email: smhp@ucla.edu

Note: Documents in PDF format (identified with a) require Adobe Reader 3.0 or higher to view. If you don't have this program, you can download it for free from Adobe (http://www.adobe.com).

Need Resource Materials Fast?



Check out our *Quick Finds !!!!*

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Stop on by for a visit at

http://smhp.psych.ucla.edu

Just click *SEARCH* from our home page and you are on your way!!

You can:

- **QUICK FIND:** *To quickly find information on Center topics*
- **SEARCH OUR WEB SITE:** *For information available on our web pages.*
- **SEARCH OUR DATABASES:** *For resource materials developed by our Center, clearinghouse document summaries, listings of cadre members, organizations and internet sites.*

Quick Find Responses include:

- Center Developed Resources and Tools
- Relevant Publications on the Internet
- Selected Materials from Our Clearinghouse
- A whole lot more, and if we don't have it we can find it !!!! We keep adding to and improving the center — So keep in contact!

http://www.apa.org/monitor/jul98/prev.html

What works in Violence Prevention

Bridget Murray

taken from the July 1998 American Psychological Association Monitor

After more than a decade of research on school-based violence prevention, researchers are gaining a basic sense what does and doesn't forestall violence among youth. At the recent Public Health Conference, psychologist W. Rodney Hammond, PhD, of CDC, outlined what the research shows thus far.

Several approaches that apparently don't work include using scare tactics, only teaching a few antiviolence lessons without following up in later grades, imparting information without addressing behavior change, and forcing antiviolence programming on unwilling, overworked teachers.

On the other hand, to make an antiviolence program work, Hammond suggested the following do's:

- Make the program comprehensive, involving families, communities and schools.
- Launch antiviolence curricula in the primary grades and reinforce it across grade levels.
- Tailor the program to its recipients. Take into account the age, community and socioeconomic status of your target population.
- Build personal and social assets that inoculate children against violent habits and diffuse their tendency to lash out physically when angry.
- Make program content relevant to the recipients' culture and ethnic identity to pique their interest and increase the likelihood that they'll retain it.
- Invest time and money in intensive staff development. Nobody--not even a teacher--can teach anger management and social skills without proper training and support, says Hammond.
- Develop a school culture that promotes social support and social cohesion while stigmatizing and punishing aggression and bullying.
- Use interactive teaching techniques, such as group work, cooperative learning and role-playing. Programs that develop students' violence-resistance skills, rather than just telling them, "Violence is a bad thing; you shouldn't do it," are ultimately the most effective, says Hammond.

II. Fact Sheets

The Youth Violence Problem

Statistics on School Violence

http://www.colorado.edu/factsheets/factsheet16.html

Center for the Study and Prevention of Violence

CSPV FACT SHEET

The Youth Violence Problem

- Recent school shootings (e.g., Littleton, CO, Springfield, OR, Paducah, KY, Jonesboro, AR) are atypical of youth violence.
- During the 1990s most adolescent homicides were committed in inner cities and outside of school.
- On a typical day, 6 or 7 youth are slain in this country, mostly inner-city, minority youth.
- Males are overwhelmingly the perpetrators in homicides involving youth, accounting for more than 90% of incidents involving those 10-17 years of age.
- Handgun homicides committed by young males (15-18) between 1980 and 1995 increased by more than 150%. This increase was fueled entirely by the use of handguns.
- While the national and Colorado trends are similar, the recent youth homicide rates in Colorado are about half the magnitude of the national rates.
- Youth are three times more likely than adults to be victims of violence. One quarter of youth violent victimizations involve the use of a firearm.
- Nationally, 5% of students reported feeling too unsafe to attend school at least once in the thirty days preceding the National Youth Risk Behavior Survey. In Colorado, 4% of students reported feeling too unsafe to go to school.
- Nationally, 20% of high school students reported carrying a weapon (e.g., gun, knife, or club) at least once in the thirty days preceding the National Youth Risk Behavior Survey. Approximately 8% reported carrying a gun, and 10% reported having carried a weapon on school property on one or more occasions in those 30 days.
- Despite the prevalence of gun carrying in schools, school shootings still remain relatively rare events. Since 1992, approximately 190 shooting deaths have occurred in American schools (both student and faculty/staff). While clearly a serious issue, it must be noted that these 190 school-related deaths represent only about 1% of all youth killed with guns at the present.

The information for this fact sheet was excerpted from the following Center Paper:

Arredondo, S., Aultman-Bettridge, T., Johnson, T.P., Williams, K.R., Ninneman, L., & Torp, K. (1999). *Preventing Youth Handgun Violence: A National Study With Trends and Patterns for the State of Colorado*. Boulder, CO: Center for the Study and Prevention of Violence.

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Statistics on School Violence

The following statistics are reported by Michael Furlong and Gale Morrison in their "Introduction to Miniseries: School Violence and Safety in Perspective," *School Psychology Review, 23*, 1994. Updates from the National Crime Victimization Survey from the National Center for Education Statistics (NCES) are provided where available.

➡Statistics on Crime Victimization

U.S. Department of Justice National Crime Victimization Survey

- For a 6-month period in 1995, 14.6% of youth ages 12 to 19 reported being the victim of one or more crimes at school, while 4.2% (up from 3.4% in 1989) of the students reported being the victim of "violence." (NCES, 1998)
- Reported crime victimization at school for a 6-month period in 1995 for youth residing in central cities, suburbs, and rural locations was 14.7%, 14.6%, and 14.3%, respectively. (NCES, 1998)
- Self-reported school crime victimization rates were higher for males (15.8%) than females (13.3%) and somewhat similar for white (14.5%), black (16.8%), and Hispanic (12.4%) youth (NCES, 1998).
- Less than one-half of all violent crimes experienced by youth ages 12-15 (37%) and 16-19 (17%) occurred on a school campus (Whitaker & Bastian, 1991, p. 8).
- Violent crimes that occur in school (during school hours) were less likely to be reported to the police (9%) than those that occurred on school property (22%) or the street (37%) (Whitaker & Bastian, 1991, p. 8).

American School Health Association (1989)

- 14% of the students reported being robbed and 14% being attacked while at school or on a school bus (American School Health Association, 1989, p. 60).
- Eighth grade boys were more likely than tenth grade boys to report being robbed (22% vs. 11%) or attacked (23% vs. 11%) while at school or on a bus (American School Health Association, 1989, p. 60).

➦Statistics on Weapon Possession

- In a survey during the 1994-1995 school year, 5.3% of the 12- to 19-year-old youth reported seeing another student with a gun at school and 12.7% reported knowing another student who brought a gun to school. (NCES, 1998)
- 4% of the students in the Joyce Foundation Survey reported carrying a gun during the current school year (survey taken in spring; Harris, 1993, p. 13).
- 3% of male eighth and tenth graders in the American School Health Association Survey reported that they had brought a gun to school during the 1986 school year (Turner, 1989).
- In an Illinois survey of nearly 2,700 high school students, 5.6% reported bringing a gun to school during the 1989-90 school year for their protection (Illinois Criminal Justice Information Authority, 1991, p. 2).
- In a sample of 1,653 inner city high school students (predominately African-American sample), both boys (35% vs. 9%) and girls (11% vs. 3%) were much more likely to report carrying a gun outside of school than inside school (Shelley, McGee, & Wright, 1992).
- In the National Crime Victimization Survey more males (3%) than females (1%) reported having "ever taken a weapon or object to school for protection" (Bastian & Taylor, 1991, p. 12).
- Data from the Joyce Foundation Survey indicated that 15% of students report carrying a knife and 3% carried a club to school during the current school year (survey taken in spring; Harris, 1993, p. 13).
- 23% of male eighth and tenth graders in the American School Health Association Survey reported that they brought a knife to school during the 1986 school year (Turner, 1989).
- 26% of all high school students in the YRBSS (Centers for Disease Control and Prevention, 1991a) study reported carrying a weapon (knives, guns, clubs, etc.) in any setting in the past month. Males were nearly four times more likely to report carrying a weapon than females (41% vs. 11%). Weapon carrying among 9 states with good samples ranged from 24% (Utah and Nebraska) to 33% (Alabama). Weapon carrying among seven urban areas with good samples showed more variation ranging from 16% (Fort Lauderdale, Florida) to 36% (Philadelphia, Pennsylvania).
- Males were about 3 times more likely than females to carry a weapon on school property. Students in lower grades (e.g., 9th grade) were more likely to have carried a weapon anywhere in the past 30 days than students in higher grades (e.g., 12th grade). However, students in the lower grades were no more likely to carry a weapon to school than students in higher grades. (NCES, 1999).

➦Statistics on Fighting and Other Assaults

- 7% of teachers in a national survey reported being "ever physically attacked" (any form of aggressive physical contact by a student) with 2% reporting an attack in the past year (Mansfield, Alexander, & Farris, 1991, p. 3).
- 20% of students in a national survey say they were in a "physical fight" during the current school year (survey taken during the spring; Harris, 1993, p. 13).
- Lifetime prevalence of teacher victimization by physical attack is more than three times higher (10% vs. 3%) in schools with 41% or more students receiving free-lunch than in schools in which 10% or less of students receive free-lunch (Mansfield, Alexander, & Farris, 1991, p. 13).

Youth Risk Behavior Surveillance System (Center for Disease Control & Prevention, 1990

- Fights were reported by twice as many African-American (12.5%) as white (6.2%) students with Hispanic students falling in-between (10%).
- A small group of students (1.6%) accounted for 46.4% of all these serious fights.
- Many more students (42%) reported that they had been in any physical fight (not necessarily with medical treatment required) during the past year in any setting. Again, more males (50%) than females (34%) reported being in a fight (Centers for Disease Control and Prevention, 1991 b).
- Variation of reported rates of fighting among nine states, with representative samples, ranged from 38% (Alabama) to 46% (New Mexico).
- Among seven urban areas with good samples, variations in annual fighting rates were from 37% (Fort Lauderdale, Florida) to 56% (Philadelphia, Pennsylvania).

➦ Statistics on Feeling Safe at School

- Students at schools where they felt drugs were "available" were nearly twice as likely as students where drugs were "not available" to report "ever fearing an attack at school" (25% vs. 13%) (Bastian & Taylor, 1991, p. 5).
- Prior victimization was associated with fear of being attacked in the future. A total of 81% of nonvictims "never" feared an attack at school compared to 47% of those who were previously victimized. In addition, five times more victims than nonvictims report "ever avoiding places at school out of fear" (25% vs. 5%) (Bastian & Taylor, 1991, p. 9).
- 99% of all teachers in a national survey indicated that they feel moderately or completely safe in the school building during school hours. This figure dropped to 92% after school hours and to 90% for the school neighborhood (Mansfield, Alexander, & Farris, 1991, p. 16).
- 15% of students reported "often feeling afraid" at school (nearly 75% of the sample were African-American students living in urban communities). This figure is comparable to those African-American students who reported feeling "unsafe" in the 1980 (17.7%) and 1990 (12.9%) National Educational Longitudinal Study (National Center for Educational Statistics, 1993). 38%, felt that there was "a lot" of violence in their school (Shelley, McGee, & Wright, 1992).
- 51% of teachers in a national survey say they have been "verbally abused" by a student; 19% report such abuse in the past month (Mansfield, Alexander, & Farris, 1991, p. 13).
- 9% of students ages 12-19 all or most of the time feared they were going to be attacked or harmed at school. 7% feared being attacked while traveling to and from school. In 1995, 9% students (or 2.1 million) reported avoiding some areas of school for fear of own safety. (NCES, 1999).

III. Tools/Handouts

Working Together

Elements for an Effective Prevention Program

Early Warning, Timely Response

Action Steps for Students

Involving Parents

This document is available for download in PDF form from www.nssc1.org

NATIONAL SCHOOL SAFETY CENTER'S HANDOUT ON

WORKING TOGETHER TO CREATE SAFE SCHOOLS

The *National School Safety Center* was created to help combat school safety problems so that schools can be free to focus on the primary job of educating our nation's children. *NSSC* was *established by* Presidential directive in 1984 as a partnership *of* the United States Departments *of* Justice and *Education. NSSC is* now a private, non-profit organization serving school administrators, teachers, law officers, community leaders, government officials and others *interested in* creating safe schools throughout the United States and internationally. For more information about our organization, products and services, please visit our website www.nssc1.org or call us at 805/373-9977.

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While most schools have existing safety programs, these programs often need conscientious, creative application to improve their effectiveness. Following is a list of ideas and activities that will work to create safer schools. Some of these suggestions may already be part of district or school site programs. Many of these ideas may be initiated and carried out by school-site principals or parents' groups working with local school administrators or by school district public relations directors, working cooperatively with school superintendents and other district administrators.

Perhaps the most important strategy is to place school safety on the educational agenda. This includes developing a safe schools plan - an ongoing process that encompasses the development of district-wide crime prevention policies, in-service training, crisis preparation, interagency cooperation and student/parent participation. An appointed task force should develop and implement the plan with representatives from all elements of the school community - board members, employees, students, parents, law enforcers, government and business leaders, the media and local residents.

The following ideas address school safety. They work toward achieving quality education and safer schools. Through such activities, schools can improve campus climate and discipline, as well as enlist participation from various groups to create partnerships in this important effort. Educators who take active roles and initiate positive programs -rather than just react when negative conditions arise - help create successful schools.

PRIMARY STRATEGIES

Primary strategies to help inform, persuade, and integrate school safety and public opinion. These ideas will facilitate planning and the implementation of the remaining strategies.

• Place school Safety on the education agenda. Convince your school board, superintendent and principals that quality education requires safe, disciplined and peaceful schools. Stress the basic concept that school safety is a community concern requiring a community response. School administrators should facilitate and coordinate community efforts which promote safe schools.

• Develop a district-wide safe schools plan, as well as individual plans for each school in the system. Include systematic procedures for dealing with specific types of crises and ensuring the safety of students and school personnel.

• Develop a school safety clearinghouse for current literature and data on school safety issues. Key topics to include are school crime and violence, drugs, discipline, attendance and dropouts, vandalism, security, weapons, youth suicide, child abuse and school law.

• Establish a systematic, district-wide mandatory incident reporting system. The policy should include the development of a standard form to provide complete and consistent information on accidents, discipline problems, vandalism and security problems as well as suspected child abuse. After the policy and reporting form are developed, distribute them to all district personnel and monitor compliance.

• Prepare a school safety public information brochure. Briefly explain the important issues and the specific roles individuals and groups can play in developing schools that are safe havens for learning.

• Develop safety policies. Keep current with trends and exemplary programs in education, public relations and school safety. Make plans and implement them with authority and conviction. (Confidence and willingness to accept responsibility are persuasive qualities in the minds of district administrators and other school employees.)

• Develop and regularly update a school safety fact sheet for your district. Provide current statistics on incidents of crime and violence, disciplinary actions and suspensions, attendance and dropouts, and vandalism and repair costs. Compare school crime and violence rates with crime rates of the local community. Use this data to inform and educate the public and media.

• Create a school safety advisory group. This advisory group should include representatives from all constituencies, especially law enforcers, judges, lawyers, health and human services professionals, parents and the media. Individuals should be able to articulate the desires of the groups they represent and relate advisory group actions back to their peers. Select members who can be relied upon for consistent, continued support and who seek solutions rather than recognition and status from their participation. Recruit group members with special qualifications, such as policy-making authority, access to the media, ability to mobilize volunteers or expertise in raising funds.

• Support America's Safe Schools Week. The third week (Sunday through Saturday) in October is designated each year as America's Safe Schools Week. This week is an appropriate time to initiate many school safety ideas.

• Develop and maintain a community resource file of people known for their abilities to shape public opinion and accomplish goals. Rely on advice from community leaders and the local media to develop a comprehensive list. Solicit the support of these individuals. Keep them informed about district news and issues, invite them to various school activities, and seek their involvement in the safe schools planning process.

• Build a public relations team, starting with school employees. The education of students is a business that must compete with other interests for public support. School employees are the best public relations people because they are inside authorities. Treat these people as important team players. Print business cards for all school employees. This is a simple and relatively inexpensive expression of the district's respect for its employees and their work. Honor meritorious service of school employees with special recognition days and awards. Nominate school principals, teachers and staff for recognition awards and programs sponsored by local groups or state and national associations and government agencies.

• Create a comprehensive identity program for your district. An institution's identity or image is, in many ways, a direct reflection of its administration, school employees and students. Develop a symbol to be used on all printed material. Special promotional items using this symbol can include shirts, hats, lapel pins, coffee mugs and bumper stickers. Award these items to teachers and staff, volunteer parents and students for exemplary work that has promoted a positive campus climate. A thoughtfully developed slogan can also have a positive effect on the public's perception of the district.

• Publish a district magazine or newsletter. Distribute it as widely as possible to board members, district employees, parents, students, community residents, business and civic leaders, local government officials and the media. The content should be balanced, with specific district news and special features on topical education issues. Distinguish the publication with a name, not a generic title such as "bulletin" or "newsletter." Readers are more inclined to relate to a publication if aided by a mental association between the title and the contents. Additionally, it is important to take the advice of the advertising industry and package your product as attractively as possible to encourage the public to examine the contents.

ADDITIONAL STRATEGIES

There is no foolproof menu of "perfect strategies" for safe schools. However, these additional suggestions can provide some working ideas for the development of your individualized "Safe School Plan. " They can assist you in working with school board members, school employees, students, parents, community residents (including senior citizens), service groups, business leaders, government representatives, law enforcers and media representatives. School safety is about community will. it is about adapting strategies to fit your needs as opposed to simply adopting someone else's program.

WORKING WITH SCHOOL BOARD MEMBERS

Board of education members need to "buy into" the importance of public support for school safety.

• Place board members at the top of your mailing list. Include them in school safety programs and initiatives. Ensure that they receive copies of every internally and externally distributed communication: the district magazine, student newsletters, events calendars, teacher memorandums, parent notices, activity announcements, news releases and letters of commendation. For especially significant or controversial issues, see that board members receive advance copies of materials.

• Invite board members to visit school sites regularly. Vary the itinerary for a comprehensive look; include lunch with students and staff. This personal contact helps break down barriers and stereotypes.

• Add school safety to the education mission of the school district. A phrase which states that: "It is the goal of (ABC Public Schools) to provide a safe, welcoming and secure environment for all children and those professionals who serve them," is an excellent beginning. Such a statement then allows the school district to develop a series of supporting policies related to safe, welcoming and secure schools.

WORKING WITH SCHOOL EMPLOYEES

Often school employees are the only contacts community residents have with a school. As inside authorities, employees' attitudes and opinions carry a great deal of weight locally. Consistent district communication can minimize internal conflict and promote teamwork. Take the time to circulate among school employees, asking for advice based on their firsthand
experiences.

- Coordinate school safety workshops that outline the relationship of school safety to quality education and emphasize the need for public support of schools. Educate employees about their specific safety responsibilities. Invite law enforcers, lawyers, judges, health and human services officials, and probation officers to teach about the juvenile justice system and its relationship to effective schools.
- Sponsor classroom management seminars. Use actual case studies, such as student misbehavior problems from local schools, as part of the training. This helps teachers identify more readily with such situations and mitigates an attitude of "that doesn't happen here."
- Encourage teachers to contact parents regularly to inform them about the good things students are doing. Develop a system to enable teachers to call or write parents routinely and conveniently. Provide space and time for teachers to meet regularly with parents at school and recommend that teachers initiate these informal meetings as frequently as possible. Monitor the participation.
- Incorporate safety topics into the curriculum. For instance, social studies or civics classes can discuss Gallup's annual poll of the public's attitudes toward the public schools; physical education courses can include instruction on physical safety; chemistry classes can examine the negative effects of drugs on the human body; English classes can correlate literature study with essays on self-esteem, character-building or student misbehavior; and graphics classes can promote safer campuses by designing posters featuring effective safety messages.
- Develop a policy, form or box for suggestions to improve campus climate. Respond to all messages promptly and, when appropriate, personally thank the individual who offered the advice.

Include retired school employees on the publication's mailing list. These individuals often can be a school's most vocal supporters and active volunteers.

WORKING WITH STUDENTS

Students are both causes and victims of much of the crime and misbehavior on campuses. Most of the following ideas and activities require initiation by administrators and teachers. Once students experience the positive results of the activities, however, they likely will assume the responsibility the maintaining such activities.

•Initiate programs to promote student responsibility for safer schools. Create a "student leader' group consisting of leaders from all formal and informal campus groups. Assist this representative group in modeling and encouraging school safety activities among their peers. Student government representatives can also form a student safety committee to identify safety problems and solutions

• Encourage student input in district policy. Appoint one or more student representatives to the school board. These students would participate in discussions and planning but not be voting members.

• Create and publicize safety incentive programs that share a percentage of the district's savings with schools if vandalism is reduced. Such programs encourage students to take responsibility for vandalism prevention. Often students are allowed to help decide what projects to help fund.

• Coordinate student courts. Student judges, lawyers, jurors, bailiffs and court clerks, trained by local justice system experts, hear and try cases involving fellow students. Student courts make real judgments and pass real sentences,

• Purchase conflict resolution curricular materials that will provide staff and student training in solving problems and conflicts. Enlist student mediators to calm tensions among classmates and to provide a positive influence on school climate.

• Establish local branches of student safety groups, such as SADD (Students Against Drinking Drunk) and Arrive Alive, which sponsor alcohol-free social activities. Consider promoting student and parent groups that provide rides home to teenagers who have been drinking.

• Develop a "buddy system." Assign current students to newcomers to facilitate easy transitions. Assign older, bigger students to look out for students who seem to be bullied by others.

• Plan a community beautification campaign for the school and neighborhood using students as a work crew. Graffiti and vandalized areas should be priorities. With professional guidance, students can help maintain campuses, parks and other community areas. Beautification projects enhance the appearance of the community and develop a strong sense of pride among participants.

• Consider establishing a student tip line which provides an anonymous, non-threatening way for young people to report school crime.

WORKING WITH PARENTS

In Discipline: A Parent's Guide, the National PTA identifies parents' main responsibility., Set a good example. Children learn more by parents' actions than from parents' words. Parental pride and involvement in the school sets a positive example for children.

• Make time for any parent who wants to meet. Treat visiting parents as colleagues in the business of educating children. Always listen before talking - parents often just need to be heard. Try to conclude sessions with a commitment of support from parents.

• Develop a parent-on-campus policy that makes it convenient and comfortable for parents to visit the school. Get the program off the ground by inviting an initial group of parent participants who ran spread the word. Initiate breakfast or lunch clubs for working parents. Flexible meeting times will accommodate working parents.

• Develop a receptive, systematic policy regarding meeting with parents. Many parents are concerned about their children's educational progress and safety, about school

policies and programs, and about taking a proactive part in bettering the school climate. Ensure that parents are treated with respect and courtesy as colleagues in the education and development of their children.

• Call parents at home or even at work to congratulate them on a child's special achievement or to thank them for support on a special project. Write short letters of appreciation or thank-you notes.

• Help establish a policy in which parents become financially liable for damage done by their children. Parents and children need to be made aware of the serious consequences for criminal actions. (This already is state law in many parts of the country.)

WORKING WITH COMMUNITY LEADERS

Just as communities work together to prevent crime with "Neighborhood Watch"programs, local residents can mobilize to make schools safer. Such mobilization efforts target community residents without school-aged children. It is essential to communicate to this critical group that they do have direct as well as indirect relationships to local schools. Public opinion polls suggest that the more citizens are involved in schools, the more likely people are to have a favorable opinion of schools.

- Hold a series of briefings for community residents to inform them about school problems directly affecting the neighborhood. Property values decline when neighborhood schools have poor reputations and surrounding areas suffer from vandalism, crime by truants and drug trafficking. Form "School Watch" programs in which neighbors around the school are asked to watch for and report suspicious activities to school or law enforcement officials. Post signs on the school grounds: "This school is protected by a neighborhood School Watch." Solicit advice from community residents and conduct follow-up meetings to keep community representatives updated on progress.
- Start a "Safe House" program that recruits responsible community residents. Children learn that homes posting "Safe House" signs are safe places to go if they are in danger or need assistance. Volunteers need to be closely screened before they are accepted as participants.
- Use outdoor posters or school marquees to announce school events to area residents; invite their participation or attendance. Roadside signs declaring, "A community is known by the schools it keeps," also have been used to stimulate community partnerships.
- Recruit parents, community residents without school-aged children, retired teachers and senior citizens to form a welcoming committee to greet new residents. Enlist volunteer's to provide information, answer questions about school activities, encourage participation and prepare school activity packets for distribution.
- Use school facilities to offer adult education classes and health clinics. Course topics can range from arts and crafts to exercise and aerobics to income tax preparation. These Glasses are beneficial to community residents and integrate them into the school community. Encourage senior citizens to participate in such activities. Time and experience are prized assets in all public relations planning, and senior citizens are often able to supply those two commodities. The most important outgrowth of such enlistment is the development of mutual respect and appreciation among students, school personnel and seniors.
- Recruit senior citizens in your community to participate at local schools. Arrange for seniors to make school presentations to history classes about public attitudes and "firsthand" experiences during significant times in our country's history. Small group discussions, facilitated by senior volunteers, can be especially educational. Seniors can also participate as teacher or staff aides, student advisors, mentors and tutors, special activity organizers, playground supervisors and dance chaperones.
- Issue "Golden Apple Cards" to senior volunteers who work on school projects. The cards could allow free or reduced-price admission to school programs such as musical concerts, plays or athletic events.
- Help integrate students and senior citizens by arranging for students to visit senior centers, convalescent centers or retirement homes. Students can present plays and musical programs; home economic classes can prepare special meals; art classes can decorate the facilities; and engineering or shop classes can make small repairs. Younger children particularly can add a great deal of joy with regular visits to seniors. Some school groups may wish to participate in "adopt-a-g rand parent" programs.

WORKING WITH SERVICE GROUPS

Most communities have dozens of service, civic, religious and other special-interest groups. Each organization's headquarters or the president's address should be included on the mailing list to regularly receive the district magazine and other important announcements and publications.

- Use school facilities and available resources to help youth groups such as scouting or Camp Fire troops, boys' and girls' clubs, YMCA and YWCA, 4-H, Red Cross youth programs and youth sports clubs. Schools should make every effort to foster continuing relationships with the groups, families and individuals who support schools and use school facilities and resources. Establish an advisory council of representatives from all the groups to coordinate needs and resources and plan future joint ventures.
- Encourage the participation of clergy in the development of citizenship education programs. Character, respect and self-discipline are appropriate topics for both sermons and classroom lectures. Consider organizing a representative group of parents, educators and religious leaders to develop a booklet that discusses these issues.
- Use service group newsletters to inform members about special school programs. Submit filler, including student essays and art, to editors. Use these forums to encourage school volunteerism as part of public service work.

WORKING WITH BUSINESS LEADERS

The business community is a natural partner for local schools. Businesses have an immediate vested interest in good schools: quality education for children of their employees. Businesses also have a long-range interest: a well-trained work force. The quality of life and the quality of education in the community are inseparable. The following ideas are suggested to take advantage of this vested interest. The logical way to start business partnerships is to meet with representatives from the local chamber of commerce and labor unions.

- Arrange regular presentations by business leaders to students, teachers and parents. Professional, practical advice is invaluable in describing various professions and career opportunities. Coordinate career days where business leaders participate in seminars, distribute information packets and present demonstrations. Coordinate field trips to business offices and production plants. Witnessing the practical application of skills can make students more appreciative and understanding of classroom instruction.
- Promote "adopt-a-school" programs. This trend in school business partnerships unites a business with a school needing resources the business can donate, such as equipment or excess supplies. Businesses can provide company or staff services, such as bookkeeping, transportation, building repairs, maintenance and professional instruction on computers or other equipment.
- Develop a qualified student employment pool. Work with business leaders to develop the criteria for a desirable employee. Closely screen applicants for the pool based on the qualifications requested by prospective employers. Advertise the availability of this conscientious, willing work force to local businesses.

- Help realtors "sell" your schools. Quality schools are a high priority with prospective home buyers. Work with real estate agents, brokers and boards to promote the positive qualities of your schools. Create a special task force to address problems such as vandalism, graffiti, loitering students, unkempt school grounds or even low test scores. General information and training seminars, which explain how real estate personnel can "sell" schools, can be added to regular office and real estate board meetings.
- Solicit support from local businesses patronized by students and their parents. Develop a marketing strategy that provides discounts to students and parents and that simultaneously promotes local businesses' products or services. Retail outlets of all kinds, including gas stations, can benefit from such promotions.
- Trade advertising space in your district magazine for "in-kind" services. This often is a valuable "foot in the door"with future major donors.

WORKING WITH GOVERNMENT REPRESENTATIVES

Unanimous political support the quality education presents schools with a variety of opportunities. Many federal, state and local agencies and officials provide resources and services that can be helpful to schools. Identify the key government officials and political representatives in your area and add their names to your mailing list. At the same time, start a File on materials, resources and services they have to offer Learn their primary interests in schools and explore means to effectively integrate those interests with your needs. If top policymakers are not easily accessible, request that they assign a regular contact person to work with you.

- Establish a school district orientation plan for newly elected government representatives. By initiating these relationships, you enhance opportunities for future access. Offer to compile data needed by government officials to • support education proposals and provide lawmakers with the implications of particular legislation from a practitioners point of view.

- Routinely invite your government representatives to school functions. Always recognize them formally when they attend. Give elected representatives advance warning if the audience's attitudes may create or reflect conflict. Although you may disagree with officials over policies, as fellow public servants, your professional courtesy will be appreciated.

- Ask government officials to sponsor student government days. Consider teaming government representatives with students to propose solutions to real problems faced by students and schools, including drug abuse, dropouts, vandalism, personal safety, and fiscal and social problems.

WORKING WITH LAW ENFORCERS

Law enforcers and school personnel represent highly trained professionals who have the welfare of the students and school community in mind. Annual planning sessions and monthly meetings with law enforcement representatives, district administrators and school employees can provide the opportunity for reciprocal briefings on safety issues and prevention and intervention strategies.

- Request a risk management or safety assessment of your schools by local law enforcement agency personnel. This procedure will validate safety concerns and help establish response strategies.
- Create a "Joint Power Agreement" or "Memorandum of Understanding" as to how the school and local law enforcement agencies will work together in terms of handling a crisis or campus disruptions. The agreement should cover such aspects as reciprocal crime reporting, procedures for handling rumors and threats, crisis prevention and response.
- Establish an "Officer Friendly" program at your schools. Invite local law enforcers to make presentations to students on child safety, drug abuse prevention, and juvenile justice practices and policies. Visiting law enforcers can
  demonstrate tools of their trade, including trained police dogs, breathalyzers and emergency vehicles. When students become comfortable in relating to law enforcers, students learn to further appreciate both the officers and the laws they enforce.
- Coordinate student and staff "ride-along" programs. The one-on-one time with officers on patrol is an effective means for law enforcers to gain respect and inspire confidence.
- Work with law enforcers and parents to fingerprint young children as a safety measure. Fingerprinting is usually done at a school site by law enforcers. The prints then are given to the parent or guardian.
- Pair law enforcer's with high-risk youths, similar to the "Big Brother' program. Such relationships can be an important step in changing delinquent behavior patterns.

WORKING WITH THE MEDIA

Tapping existing channels of communication is perhaps the most efficient means of information dissemination. The media are considered "independent," objective sources of information. Consequently, a school issue reported by the media is likely to have considerably more impact on public attitudes than the same message presented in the district magazine or delivered by the district administration. Do not argue with those who incorrectly report or quote information. Take a positive approach. Contact the media outlet and provide the corrected account. Often the media will update the report or offer a retraction. Even if this does not occur, the contact may make the reporter more careful to be accurate with your material in the future.

- Learn all you can about the media's needs, operations, deadlines, services, and particularly the reporter and editor who cover school news and receive district news releases and advances. Know the deadlines - release stories so all or most of the media Will get them at the same time.
- Encourage the media to support school events and issues. Propose feature or documentary topics of potential viewer or reader interest that also promote schools. Extend an open invitation for media staff to visit the schools and learn about programs.
- Send public service announcements to the media. Learn what public service directors want and submit announcements appropriate to those needs, including camera-ready art for print media; 10-, 20- or 30-second spots for radio (submitted on paper or prerecorded); or slides, copy or background information for television. Often TV and radio stations will work with local public service institutions to produce original announcements. Give this option serious consideration, because when jointly produced, public service announcements are virtually guaranteed regular broadcast placements, and costs are reduced to little or nothing.
- Solicit free or discounted copies of daily newspapers. Encourage teachers to incorporate news coverage into English, civics and social studies courses.

While considering these ideas, it is important to remember two things. First, what works is good public relations. Second, what does not work is not necessarily bad public relations. Undoubtedly, there are dozens of other strategies and positive options that will emerge out of safe school planning. It is our hope that these suggested strategies will spark additional ideas that promote the safety and success of all children.

Excerpted in part from **Educated Public Relations: School Safety 101**, published by the National School Safety Center.

Michigan Department of Mental Health Prevention Service 8/94

Elements of an Effective Prevention Program

For help in choosing or developing an effective program, use this checklist as a guide.

A. How is an effective community prevention program identified?

1. There is evidence that the program model is effective
2. The program avoids use of more expensive interventions in the future.
3. Satisfaction with the program and results are expressed by:
    a. participants
    b. staff
    c. agency
    d. community
4. The program is maintained over time, surviving agency cutbacks and/or the withdrawal of the initial staff.
5. The program becomes an accepted part of the community continuum of service.
6. The program can be delivered without requiring unusual resources or unique circumstances.

B. What are the characteristics and elements that result in an effective community prevention program?

The Community

1. There is ownership of the program by the community.
    a. An ongoing structure exists for interagency collaborative planning and implementation.
    b. There is an organized group that facilitates development and advocacy.
    c. Interagency arrangements are formalized in agreements.
    d. The philosophy of all concerned is that the agency works for the community.
    e. The community has identified the issue as important.
    f. Program staff receive support from community organizations.
    g. Program staff receive support from professional colleagues.
2. There are close connections to other service systems for:
    a. Recruitment
    b. Services

(continued)

Elements of an Effective Prevention Program (continued)

The Agency

3. The program is supported within the agency.
   a. Prevention is recognized as an integral component of the agency's overall program.
   b. Program and staff have the support of the immediate supervisor.
   c. Program and staff have the support of the director.
   d. Program and staff have the support of the board.
   e. Program and staff have the acceptance of agency staff.
   f. The staff reports routinely on the program to the director.
   g. The staff reports periodically on the program to the board.
4. The program enhances the agency's position in the community; represents good PR.

The Program/Intervention

5. The program changes systems/environments as well as individuals.
6. The service model is soundly based on research, theory and experience.
7. The program can be replicated easily.
   a. The mission, the expected outcomes and the intervention steps are clear.
   b. There is a manual or audio visual materials available for training.

The Service Delivery

8. The intervention is reality-based.
   a. The intervention recognizes that physical/survival needs must be met before skills can be learned or behavior changed.
   b. The child is served in the context of his/her family and surroundings.
   c. The program is flexible in responding to population's needs and is not limited by tradition practices or structures.
9. The recruitment is accomplished with reasonable effort.
10. The program is acceptable to the population served.
    a. The program is culturally relevant to the population served.
    b. Intervention is based on an empowerment model that emphasizes strengths and respects the participants needs and desires.
    c. The level of attrition is reasonable.
11. Staff are provided sufficient time in terms of caseload size to form trusting relationships with program participants.
12. The program is consistently available.

(continued)

Elements of an Effective Prevention Program (continued)

Program Management

13. The program is efficiently managed.
    a. Cost per unit of service is reasonable.
    b. Program uses feedback evaluation, including feedback from participants, to improve the service delivery process and outcome.
    c. Staff receive training appropriate to the level of skill required.
    d. Staff receive ongoing administrative supervision.
    e. Staff receive ongoing clinical supervision appropriate to the level of complexity of the intervention.
14. The program is provided with sufficient resources.
15. The program and staff are supported by state-level activities.
    a. Policy, guidelines and procedures are available.
    b. Technical assistance is provided.

Editor's note: *For a prevention program to be effective, it must include participation from all sectors of the community. It must be based on sound research, theory and experience, and its must result in the desired outcomes. In addition, the program must be delivered consistently and managed efficiently.*

BEST COPY AVAILABLE

NEW from the Department of Education!

EARLY WARNING, TIMELY RESPONSE: A GUIDE TO SAFE SCHOOLS

Executive Summary

Although most schools are safe, the violence that occurs in our neighborhoods and communities has found its way inside the schoolhouse door. However, if we understand what leads to violence and the types of support that research has shown are effective in preventing violence, we can make our schools safer.

Research-based practices can help school communities--administrators, teachers, families, students, support staff, and community members--recognize the warning signs early, so children can get the help they need before it is too late. This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It tells school communities:

What to look for--the early warning signs that relate to violence and other troubling behaviors.

What to do--the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for troubled children, and to respond to school violence when it occurs.

Sections in this guide include:

Section 1: Introduction. All staff, students, parents, and members of the community must be part of creating a safe school environment. Schools must have in place approaches for addressing the needs of all children who have troubling behaviors. This section describes the rationale for the guide and suggests how it can be used by school communities to develop a plan of action.

Section 2: Characteristics of a School That Is Safe and Responsive to All Children. Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. This section describes characteristics of schools that support prevention, appropriate intervention, and effective crisis response.

Section 3: Early Warning Signs. There are early warning signs that, when viewed in context, can signal a troubled child. Educators and parents--and in some cases, students--can use several significant principles to ensure that the early warning signs are not misinterpreted. This section presents early warning signs, imminent warning signs, and the principles that ensure these signs will not be misinterpreted. It concludes with a brief description of using the early warning signs to shape intervention practices.

Section 4: Getting Help for Troubled Children. Effective interventions for improving the behavior of troubled children are well documented in the research literature. This section presents research- and expert-based principles that should provide the foundation for all intervention development. It describes what to do when intervening early with students who are at risk for behavioral problems, when responding with intensive interventions for individual children, and when providing a foundation to prevent and reduce violent behavior.

Section 5: Developing a Prevention and Response Plan. Effective schools create a violence prevention and response plan and form a team that can ensure it is implemented. They use approaches and strategies based on research about what works. This section offers suggestions for developing such plans.

Section 6: Responding to Crisis. Effective and safe schools are well prepared for any potential crisis or violent act. This section describes what to do when intervening during a crisis. The principles that underlie effective crisis response are included.

Section 7: Conclusion. This section summarizes the guide.

Section 8: Methodology, Contributors, and Research Support. This guide synthesizes an extensive knowledge base on violence and violence prevention. This section describes the rigorous development and review process that was used. It also provides information about the project's Web site.

A final section lists resources that can be contacted for more information.

The information in this guide is not intended as a comprehensive prevention, intervention, and response plan--school communities could do ***everything*** recommended and still experience violence. Rather, the intent is to provide school communities with reliable and practical information about what they can do to be prepared and to reduce the likelihood of violence.

The full text of this public domain publication is available at the Department's home page at **http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html

from the US Department of Education's ***Early Warning, Timely Response: A Guide to Safe Schools***.

Action Steps for Students

There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult--such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.

- Create, join, or support student organizations that combat violence, such as "Students Against Destructive Decisions" and "Young Heroes Program."

- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.

- Organize an assembly and invite your school psychologist, school social worker, and counselor--in addition to student panelists--to share ideas about how to deal with violence, intimidation, and bullying.

- Get involved in planning, implementing, and evaluating your school's violence prevention and response plan.

- Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.

- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.

- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share you ideas with the officer.

- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.

- Volunteer to be a mentor for younger students and or provide tutoring to your peers.

- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.

- Be a role model--take personal responsibility by reacting to anger without physically or verbally harming others.

- Seek help from your parents or a trusted adult--such as a school psychologist, social worker, counselor, teacher--if you are experiencing intense feelings of anger, fear, anxiety, or depression.

INVOLVING PARENTS
IN SCHOOL VIOLENCE PREVENTION

The following information is an excerpt from the National Center for School Safety document "School Safety Leadership Curriculum Guide" (for more information, contact 141 Duesenberg Drive, Suite 11; Westlake Village, CA 91362; 805-373-9977; http://www.nssc1.org)

...The presence of parents in the classroom, the library and the hallways subtly enhances school security..Within this range of activities, parents will find something that especially interests them:

- Help supervise the campus during "passing periods" and patrol parking lots before and after shcool
- Organize or join a safe school planning task force that will promote dialogue among multicultural groups
- Work with school personnel to incorporate a violence prevention curriculum and/or a peer mediation program
- Create a safe school corridor by volunteering to supervise walking routes to and from school
- Provide a "safe house" in the community
- Form a crew for special cleanup projects such as renovating old classrooms, repairing playground equipment, and removing graffiti
- Share special talents and information regarding career opportunities
- Organize fund-raisers to purchase items the school cannot afford
- Chaperone field trips and school events
- Provide clerical assistance
- Enhance special education classes by working as and extra aide

IV. Training Programs, Models, and Initiatives

Safe Community - Safe Schools

Blueprint for Violence Prevention

From: Center for the Study and Prevention of Violence
University of Colorado www Colorado EDU/cspv/index html

Safe Communities~Safe Schools Model fact sheet

A safe school plan is a framework for action that can be used as a guide for current and future planning. It addresses both the behavioral and property protection aspects of violence prevention. The goal of safe school planning is to create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation, and fear—an environment in which teachers can teach and students can learn. Establishing a safe school plan is a long-term, systematic, and comprehensive process. As with most successful violence prevention interventions, the best safe school plan involves the entire community.

Components of a Safe School Plan

1. Convene a Safe School Planning Team

The planning team is the driving force behind the planning process and should consist of a variety of representatives from all aspects of the community including students (if age appropriate), parents, teachers, administrators, Board of Education members, government representatives, business representatives, religious leaders, law enforcement officials, etc.

2. Conduct a School Site Assessment

An annual school site assessment should be conducted and used as an evaluation and planning tool to determine the extent of any school safety problems and/or school climate issues.

3. Develop Strategies and Implement Violence Prevention Programs to Address School Safety Concerns

In an effort to meet the needs identified in the annual school site assessment, some strategies to consider are:

>Establish a clear Code of Behavior that includes the rights and responsibilities of both adults and students within the school community.
>Include all youth in positive, rewarding activities and relationships at school.
>Review federal, state, and local statutes pertaining to student management and school order with the school district lawyer as well as review relevant school and district policies.
>Control campus access and establish uniform visitor screening procedures.
>Keep an accurate and detailed record of all school crime incidents.
>Promote an ongoing relationship with local law enforcement authorities, local businesses, and other community organizations.
>Provide a school or district hotline that can be accessed anonymously to report a threat or pending violent incident.
>Establish guidelines and procedures for identifying students at risk of violence toward themselves or others. See The U.S. Department of Education's Early Warning Timely Response, A Guide to Safe Schools.
>Identify effective violence prevention programs that meet the needs of the school community, including both in-school programs and community programs appropriate for referring students and families.

Examples include the following Blueprints for Violence Prevention Model and Promising programs:

Life Skills Training
Promoting Alternative Thinking Strategies
Bullying Prevention Program
Midwestern Prevention Program
Quantum Opportunities
School Transitional Environmental Program
Project Status
Positive Action Through Holistic Education
Preventive Intervention
Seattle Social Development
Perry Preschool Program
Iowa Strengthening Families Program
Baltimore Mastery Learning & Good Behavior Game

4.Establish a Social Support Team

The purpose of this team is to help improve the social climate of the school. Members, including teachers, parents, students, counselors, mental health workers, and law enforcement provide information necessary to identify which students are at risk and the most appropriate support for that student.

5.Develop a Crisis Response Plan

In the event of a natural disaster or emergency at school, a crisis response plan outlines specific procedures for teachers and staff during various emergencies, including responding to a violent incident. Having a plan in place can save time and energy and can maintain commitment when unforeseen problems arise.

This is only a blueprint for a safe school plan. No two safe school plans are exactly the same. Each school community must identify its own needs and the strategies necessary to meet those needs. A safe school plan is not static; it is an ongoing process, created by multiple components. Whether the violence in your district is presently alarming or not, now is the time to institute a school/community-developed and implemented safe school plan to ensure a peaceful environment for children to grown and learn. Remember that the key to a safe school is creating a welcoming, friendly, supportive environment with clear guidelines for appropriate behavior that are enforced fairly and consistently.

Blueprints

for Violence Prevention

In 1996, the Center for the Study and Prevention of Violence (CSPV) at the University of Colorado at Boulder, along with the Director of the Colorado Division of Criminal Justice, the Centers for Disease Control and Prevention, and the Pennsylvania Council on Crime and Delinquency, launched a project to identify ten violence prevention programs that met strict scientific standards of program effectiveness. These ten programs constitute a core set of national programs in a national violence prevention initiative.

The objective of the CSPV is to offer both programs and technical assistance to communities, states, schools, and local agencies to address the problems of violence, crime, and substance abuse in their communities.

The 6-member Blueprints Advisory Board established a set of evaluation standards. The criteria for Blueprint programs included the following:

1 an experimental design
2 evidence of a statistically significant deterrent (or marginal deterrent) effect
3 replication at multiple sites with demonstrated effects, and
4 evidence that the deterrent effect was sustained for at least one year post-treatment.

Additional factors included (1) evidence that change in the targeted risk or protective factor effected a change in violent behavior, (2) cost-benefit data for each program, and (3) a willingness to work with the Center to develop a Blueprint for national publication.

The ten exemplary violence prevention programs have been identified by the Center and blueprints have been developed to provide step-by-step instructions to assist communities in planning and implementing youth crime and violence prevention projects.

The Center also provides technical assistance to a limited number of community and program providers who have successfully completed a feasibility study and have selected a Blueprint program to implement that fits the needs of their community. The technical assistance component will provide expert assistance in implementing a Blueprint model program and in monitoring the integrity of its implementation.

Blueprint-certified consultants and the Center will provide assistance in planning and actual program implementation over a one- to two-year period. The quality of the implementation will be monitored at each site.

Communities that wish to replicate one of the Blueprint programs should contact the program or the Center for the Study and Prevention of Violence for technical assistance.

Blueprint Programs

Project	Target Population	Description	Focus
Midwestern Prevention Project	Middle/junior school (6th/7th grade)	Population-based drug abuse prevention program	Drug use resistance skills training, prevention practices, parental support
Big Brothers Big Sisters of America	Youth 6 to 18 years of age	Nationwide mentoring program (over 500 affiliates)	Mentoring children from disadvantaged single parent homes
Promoting Alternative Thinking Strategies (PATHS)	Primary school children	School-based intervention	Promote emotional competence (self-control, cognitive problem solving skills
Multidimensional Treatment Foster Care	Adjudicated serious and chronic delinquents	Alternative to residential treatment	Behavior management
Bullying Prevention Program	Primary and Secondary Students	School anti-bullying program	Reduce bully/victim problems, improve school climate, reduce antisocial behavior
Quantum Opportunities Program	At-risk disadvantaged high school students	Education, development, and service activities	Provide support and incentives to complete high school and attend college
Life Skills Training	Middle/junior high school (6th/7th grades)	Drug use primary prevention program	Life skills training, social resistance skills training
Multisystematic Therapy (MST)	Serious, violent, or substance abusing juvenile offenders and their families	Family-based intervention	Positive outcomes for adolescents with serious anti-social behavior
Functional Family Therapy	At-risk disadvantaged adjudicated youth	Addresses wide range of problems for youth and their families	Improve social skills and reduce negative behavior
Prenatal and Infancy Home Visitation by Nurses	Pregnant women at risk of preterm delivery and low birth weight infants	Promotes physical, cognitive, and social-emotional development of children; provides parenting skills to parents	Improve child and parent outcomes

Promising Programs

- FAST Track
- Preventive Treatment Program
- Perry Preschool
- Project PATHE
- Parent Child Development Center
- STEP
- FDRP
- Preventive Intervention
- Yale Child Welfare Project
- Baltimore Mastery Learning
- IPSP
- Project Status
- Project Northland
- Iowa Strengthening Families
- Seattle Social Development Project
- Preparing for the Drug Free Years
- I Can Problem Solve
- Children at Risk

The ten Blueprint programs are available from the Center for the Study and Prevention of Violence, University of Colorado at Boulder. For more information, see the CSPV Homepage: www.Colorado.EDU/cspv/

This overview was prepared by the Office of Prevention, Texas Youth Commission, PO Box 4260, Austin, TX 78765. For more information about programs and research relating to children, [illegible] Pages, www.tyc.state.tx.us/prevention/ or [illegible]ention@tyc.state.tx.us

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V. Additional Resources

Quick Find on Violence Prevention

This Center Response is from our website at http://smhp.psych.ucla.edu To access the online version, visit our website, click "Search & Quick Find" on the left and then scroll down in the list of "Center Responses" to *VIOLENCE PREVENTION AND SAFE SCHOOLS*

A Center Response:

The following reflects our most recent response for technicala ssistance related to VIOLENCE PREVENTION AND SAFE SCHOOLS Th is list represents a sample of information to get you started and is not meant to be an exhaustive list.

(Note: Clicking on the following links causes a new window to be opened T o return to this window,c lose the newly opened one)

If you go online and access the Quick Find, you can simply click over to the various sites to access documents, agencies, etc. For your convenience here, the website addresses for various Quick Find entries are listed in a table at the end of this document in order of appearance, cross-referenced by the name of the resource.

Center Developed Resources and Tools

- Violence Prevention and Safe Schools
- Responding to Crisis at a School
- Problem Response and Prevention
- Common Psychosocial Problems of School-Age Youth
- Hotline Numbers

Relevant Publications on the Internet

- Exposure to Violence and Associated Health-Risk Behaviors Among Adolescent Girls
- Annual Report on School Safety
- Approaches to School Safety in America's Largest Cities
- Blueprints for Violence Prevention (CSPV)
- Blueprints for Violence Prevention (OJJDP)
- CHECKLIST OF CHARACTERISTICS OF YOUTH WHO HAVE CAUSED SCHOOL- ASSOCIATED VIOLENT DEATHS
- Communicating About School Safety
- Congressional Report on Youth Violence
- Crisis in the Classroom: Can Your Schools' Security Pass the Exam?
- Early Warning Signs of Youth Violence: Fact, Fiction, or Fad?
- Early Warning, Timely Response: A Guide to Safe Schools
- Effects of Student Uniforms on Attendance, Behavior Problems, Substance Use, and Academic Achievement
- ERIC Digest: Student Dress Policies
- Examining the School Uniform Debate: Infringing on Your Kids' Rights or Focusing Your Child's Attention on Academics?
- Exemplary/Promising Programs for Safe, Disciplined, and Drug-Free Schools
- Highlights of the 1999 National Youth Gang Survey
- Increasing Safety in America's Public Schools

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- Indicators of School Crime and Safety: 1998
- Indicators of School Crime and Safety 2000 (from DOJ)
- Indicators of School Crime and Safety 2000 (from NCES)
- Institute for Urban and Minority Education's CHOICES Briefs
- Inventory of Federal Activities Addressing Violence in Schools
- Links Among School Discipline, Student Delinquency and Academic Achievement
- Make Time to Listen... Take Time to Talk... 15+
- Manual on School Uniforms
- Parents, School Safety & Gangs
- The Place for Uniforms in the School Dress Code: A National and State Perspective
- Practical School Security: Basic Guidelines for Safe and Secure School
- Promoting Safety in Schools: International Experience and Action (PDF Document, 898K)
- Reducing Crime in Schools
- Safe and Healthy Schools
- Safe, Drug-Free, and Effective Schools for All Students: What Works! By Quinn, Osher, Hoffman & Hanley (1998). A report from the Center for Effective Collaboration and Practice.
- Safe Schools, Safe Students: A Guide to Violence Prevention Strategies
- Safeguarding Our Children : An Action Guide
- The School in School Violence: Definitions and Facts
- School-based Crime Prevention. By, Denise Gottfredson (1997). In Lawrence Sherman, et. al. (eds.), *Preventing Crime: What works, what doesn't, what's promising*. Washington D.C.: U.S. Dept. of Justice.
- School House Hype: School Shootings and the Real Risk Kids Face in America
- School Uniforms
- School Uniforms: Panacea or Band-Aid?
- School Uniforms: Quick Fix or Bad Call?
- School Violence Issue of the Juvenile Justice Journal (Vol. VIII, No. 1)
- School Violence: Disciplinary Exclusion, Prevention and Alternatives (See "Publications")
- School-Violence Fact Sheets (a selection of 12 fact sheets on a variety of school violence issues)
- Should school uniforms be mandated in elementary schools?
- Students Report School Crime at Same Level as 1970s But Use of Suspension Doubles
- Surgeon General report on Youth Violence
- "Web-based resource for prevention of youth violence and suicide"

Selected Materials from Our Clearinghouse

- Intervening Against Violence in the Schools. By, M. Weist and B. Warner (1996). Annals of Adolescent Psychiatry.
- Reducing Youth Gun Violence: An Overview of Programs and Initiatives. A report from the Office of Juvenile Justice and Delinquency Prevention (1996).
- Response to Violence in Our Schools. By, L. Lopez (1988). A report from the Office of Instruction, Los Angeles Board of Education.
- Violence Prevention: Curriculum for Adolescents. By, D. Prothrow-Stith (1987). A report from Teenage Health Teaching Modules: Education Development Center.
- Preventing and Managing Conflict in Schools. By, N. H. Katz and J. W. Lawyer (1994). The Practicing Administrator's Leadership Series.
- Healing Fractured Lives. A report from the Bureau of Primary Health Care (1996).
- Violence in Schools: How to Proactively Prevent and Defuse it. By, J. L. Curcio and P. F. First (1993).
- Safe, Drug-Free and Effective Schools for All Students: What Works! A report from the Safe and Drug-Free Schools and Office of Special Education.

Relevant Publications that Can Be Obtained From Your Local Library

- Applying Effective Strategies to Prevent Substance Abuse, Violence, and Disruptive Behavior Among Youth. By Scattergood, Dash, Epstein, & Adler (1998).
- Safe School Planning. By, Ronald D. Stephens. Edited by: Delbert S. Elliott, Beatrix A. Hamburg, et al. In: *Violence in American schools: A new perspective*. New York: Cambridge University Press.
- SchoolV iolence Intervention: A practical Handbook. By, Scott Poland (1997). Edited by, Arnold P. Goldstein & Jane Conoley. In: *Schoolcri sis teams*. New York: The Guilford Press.
- The State Department of Education's Role in Creating Safe Schools. By, Marilyn L. Grady; Bernita L. Krumm;

Mary Ann Losh (1997). Edited by: Arnold P. Goldstein, Jane Close Conoley, Eds. In: *Schoolvi olence intervention: A practical handbook*. New York: The Guilford Press.

- Responding to School Violence: Understanding Today for Tomorrow. By Ester Cole (1995). *Canadian Journalof SchoolP sychology, FallV ol. 11*, pp.108-116.
- Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies. By, Ronald D. Stephens (1994). *Psychology Review, 23*, pp.204-215.

Related Agencies and Websites

- Adults and Children Together - Against Violence (ACT Against Violence)
- AskERIC
- Centers for Disease Control and Prevention, Division of Violence Prevention
- Center for Effective Collaboration and Practice
- Center for the Prevention of School Violence
- Center for the Study and Prevention of Violence
- Children's Defense fund: School Violence
- Education Development Center
- Department of Education: Safe and Drug-Free Schools Program
- Gemini Elementary School School Uniform Survey
- Join Together
- Keep Schools Safe (An Extension of the National Association of Attorneys General)
- Kentucky Center for School Safety
- Keep Schools Safe
- National Alliance for Safe Schools
- National Institute for Dispute Resolution
- National Crime Prevention Council (NCPC)
- National Criminal Justice Reference Service - Safe Schools Resources
- National School Safety Center
- National School Safety and Security Services
- National Youth Violence Prevention Resource Center
- Office of Juvenile Justice & Delinquency Prevention (OJJDP)
- Partnerships Against Violence Network (PAVNET) Online
- The pros and cons of school uniforms
- Recognizing and Preventing School Violence; Facts You Can Use
- Safe From Harm: Online Anthology on School Security
- School Safety Profiler
- School Uniforms, Dress Codes, & Book Bags: National School Safety and Security Services
- School Uniforms-- Now More Than Ever!
- School Uniform Fact Sheet: Long Beach Unified School District
- Mandatory School Dress Code Policy: San Bernardino City Unified School District
- Gemini Elementary School School Uniform Survey
- Uniforms Bring Unity to Schools: Yonkers Public Schools
- The Peace Center
- To Establish Justice, To Insuere Domestic Tranquility: A Thirty Year Update of the National Commission on the Causes and Prevention of Violence
- Partnerships Against Violence Network
- Uniforms Cover Only the Edge Of the Problem In Schools

We hope these resources met your needs. If not, feelfre e to contact us for further assistance.For additional resources related to this topic, use our search page to find people, organizations, websites and documents. You may also go to our technical assistance page for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the Center for School Mental Health Assistance at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technicalassi stance with "The fine Art of Fishing" which we have developed as an aid for do-it-yourself technical assistance.

Annual Report on School Safety	http://www.ed.gov/pubs/AnnSchoolRept98/
Approaches to School Safety in America's Largest Cities	http://vera.org/
Blueprints for Violence Prevention (CSPV)	http://www.colorado.edu/cspv/blueprints/
Blueprints for Violence Prevention (OJJDP)	http://ojjdp.ncjrs.org/PUBS/violvict.html#187079
CHECKLIST OF CHARACTERISTICS OF YOUTH WHO HAVE CAUSED SCHOOL-ASSOCIATED VIOLENT DEATHS	http://www.nssc1.org/reporter/checklist.htm
Communicating About School Safety	http://www.keepschoolssafe.org/wssd.htm
Congressional Report on Youth Violence	http://house.gov/frost/youthviol.htm
Crisis in the Classroom: Can Your Schools' Security Pass the Exam?	http://www.keepschoolssafe.org/classr.html
Early Warning Signs of Youth Violence: Fact, Fiction, or Fad?	http://www.schoolsecurity.org/trends/warning-signs.html
Early Warning, Timely Response: A Guide to Safe Schools	http://www.air-dc.org/cecp/guide/earlywarning.htm
Effects of Student Uniforms on Attendance, Behavior Problems, Substance Use, and Academic Achievement	http://www.members.tripod.com/rockqu/uniform.htm
ERIC Digest: Student Dress Policies	http://www.ed.gov/databases/ERIC_Digests/ed415570.html
Examining the School Uniform Debate: Infringing on Your Kids' Rights or Focusing Your Child's Attention on Academics?	http://www.msue.msu.edu/msue/cyf/ttunifor.html
Exemplary/Promising Programs for Safe, Disciplined, and Drug-Free Schools	http://www.ed.gov/offices/OESE/SDFS/programs.html
Highlights of the 1999 National Youth Gang Survey	http://www.ncjrs.org/pdffiles1/ojjdp/fs200020.pdf
Increasing Safety in America's Public Schools	http://www.publiceducation.org/cgi-bin/pubs/web_store.cgi?page=p88.htm&cart_id=
Indicators of School Crime and Safety: 1998	http://nces.ed.gov/pubs98/safety/index.html
Indicators of School Crime and Safety 2000 (from DOJ)	http://www.ojp.usdoj.gov/bjs/abstract/iscs00.htm
Indicators of School Crime and Safety 2000 (from NCES)	http://nces.ed.gov/pubs2001/crime2000/
Institute for Urban and Minority Education's CHOICES Briefs	http://www.iume.tc.columbia.edu/choices/index.html
Inventory of Federal Activities Addressing Violence in Schools	http://www.cdc.gov/nccdphp/dash
Links Among School Discipline, Student Delinquency and Academic Achievement	http://www.ets.org/research/pic/orderclass/oicchap1.html
Make Time to Listen... Take Time to Talk... 15+	http://www.mentalhealth.org/15plus/index.htm
Manual on School Uniforms	http://www.ed.gov/updates/uniforms.html
Parents, School Safety & Gangs	http://www.schoolsecurity.org/faq/parents.html
The Place for Uniforms in the School Dress Code: A National and State Perspective	http://www.nassp.org/publications/connections/gullatt.htm
Practical School Security: Basic Guidelines for Safe and Secure School	http://www.schoolsecurity.org/security-book.html

Promoting Safety in Schools: International Experience and Action (PDF Document, 898K)	http://www.ncjrs.org/pdffiles1/bja/186937.pdf
Reducing Crime in Schools	http://www.ojp.usdoj.gov/nij
Safe and Healthy Schools	http://www.nasbe.org/healthyschools/index.mgi
Safe, Drug-Free, and Effective Schools for All Students: What Works! By Quinn, Osher, Hoffman & Hanley (1998). A report from the Center for Effective Collaboration and Practice.	http://www.air-dc.org/cecp/resources/safe&drug_free/main.htm
Safe Schools, Safe Students: A Guide to Violence Prevention Strategies	http://www.drugstrategies.com/pubs.html#safe
Safeguarding Our Children : An Action Guide	http://www.ed.gov/PressReleases/04-2000/0428.html
The School in School Violence: Definitions and Facts	http://www.findarticles.com/cf_0/m0FCB/2_8/62804295/print.jhtml
School-based Crime Prevention. By, Denise Gottfredson (1997). In Lawrence Sherman, et al. (eds.), Preventing Crime: What works, what doesn't, what's promising. Washington D.C.: U.S. Dept. of Justice.	http://www.ncjrs.org/works/chapter5.htm
School House Hype: School Shootings and the Real Risk Kids Face in America	http://www.cjcj.org/
School Uniforms	http://www.pbs.org/newshour/infocus/fashion/school.html
School Uniforms: Panacea or Band-Aid?	http://www.education-world.com/a_admin/admin130.shtml
School Uniforms: Quick Fix or Bad Call?	http://www.familyeducation.com/article/0,1120,1-4116.00.html
School Violence Issue of the Juvenile Justice Journal (Vol. VIII, No. 1)	http://ojjdp.ncjrs.org/pubs/general.html#jjjournal
School Violence: Disciplinary Exclusion, Prevention and Alternatives (See "Publications")	http://www.psu.edu/dept/prevention
School-Violence Fact Sheets (a selection of 12 fact sheets on a variety of school violence issues)	http://www.colorado.edu/cspv/Columbine/schoolViolenceFacts.htm
Should school uniforms be mandated in elementary schools?	http://danenet.wicip.org/ncs/forumuniformseval.htm
Students Report School Crime at Same Level as 1970s But Use of Suspension Doubles	http://www.cjcj.org/sss
Surgeon General report on Youth Violence	http://www.surgeongeneral.gov/
"Web-based resource for prevention of youth violence and suicide"	http://www.safeyouth.org/
Intervening Against Violence in the Schools. By, M. Weist and B. Warner (1996). Annals of Adolescent Psychiatry.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC25
Reducing Youth Gun Violence. An Overview of Programs and Initiatives. A report from the Office of Juvenile Justice and Delinquency Prevention (1996).	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC28
Response to Violence in Our Schools. By, L. Lopez (1988). A report from the Office of Instruction, Los Angeles Board of Education.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC33

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Violence Prevention: Curriculum for Adolescents. By, D. Prothrow-Stith (1987). A report from Teenage Health Teaching Modules: Education Development Center	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC1
Preventing and Managing Conflict in Schools. By, N. H. Katz and J. W. Lawyer (1994). The Practicing Administrator's Leadership Series.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC13
Healing Fractured Lives. A report from the Bureau of Primary Health Care (1996).	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC14
Violence in Schools: How to Proactively Prevent and Defuse it. By, J. L. Curcio and P. F. First (1993).	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC17
Safe, Drug-Free and Effective Schools for All Students: What Works! A report from the Safe and Drug-Free Schools and Office of Special Education.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC61
Adults and Children Together - Against Violence (ACT Against Violence)	http://www.actagainstviolence.org/
AskERIC	http://ericir.sunsite.syr.edu/
Centers for Disease Control and Prevention, Division of Violence Prevention	http://www.cdc.gov/ncipc/dvp/dvp.htm
Center for the Prevention of School Violence	http://www.ncsu.edu/cpsv/
Center for the Study and Prevention of Violence	http://www.colorado.edu/cspv/cspvinfo/cspv.html
Children's Defense fund: School Violence	http://www.childrensdefense.org/youthviolence/resources.html
Education Development Center	http://phoenix.edc.org/
Department of Education: Safe and Drug-Free Schools Program	http://www.ed.gov/offices/OESE/SDFS/
Gemini Elementary School School Uniform Survey	http://www.geminischool.org/sac/uniform.html
Join Together	http://www.jointogether.org/
Keep Schools Safe (An Extension of the National Association of Attorneys General)	http://www.ncsu.edu/cpsv
Kentucky Center for School Safety	http://www.kysafeschools.org/
Keep Schools Safe	http://www.keepschoolssafe.org/
National Alliance for Safe Schools	http://www.safeschools.org/
National Institute for Dispute Resolution	http://www.crenet.org/
National Crime Prevention Council (NCPC)	http://www.ncpc.org/
National Criminal Justice Reference Service - Safe Schools Resources	http://www.ncjrs.org/school_safety/school_safety.html
National School Safety Center	http://nssc1.org/
National School Safety and Security Services	http://www.schoolsecurity.org/
Office of Juvenile Justice & Delinquency Prevention (OJJDP)	http://www.ncjrs.org/ojjhome.htm
Partnerships Against Violence Network (PAVNET) Online	http://www.pavnet.org/
The pros and cons of school uniforms	http://www.stlive.com/teens/advance/0905uni3.html

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Recognizing and Preventing School Violence; Facts You Can Use	http://www.cisnet.org
Safe From Harm: Online Anthology on School Security	http://www.asbj.com/security/
School Safety Profiler	http://www.rippleefects.com/needs>
School Uniforms, Dress Codes, & Book Bags: National School Safety and Security Services	http://www.schoolsecurity.org/resources/uniforms.html
School Uniforms-- Now More Than Ever!	http://www.eastjeffersonparish.com/educatio/uniforms/uniforms.htm
School Uniform Fact Sheet: Long Beach Unified School District	http://www.lbusd.k12.ca.us/uniform/uniforma.htm
Mandatory School Dress Code Policy: San Bernardino City Unified School District	http://www.sbcusd.k12.ca.us/news/dresscode.html
Uniforms Bring Unity to Schools: Yonkers Public Schools	http://www.yonkerspublicschools.org/uniforms.html
The Peace Center	http://www.comcat.com/~peace/PeaceCenter.html
To Establish Justice, To Insuere Domestic Tranquility: A Thirty Year Update of the National Commission on the Causes and Prevention of Violence	http://www.eisenhowerfoundation.org/
Uniforms Cover Only the Edge Of the Problem In Schools	http://danenet.wicip.org/nes/forumuniformsno.htm
search	http://smhp.psych.ucla.edu/search.htm
technical assistance page	http://smhp.psych.ucla.edu/techreq.htm
Center for School Mental Health Assistance	http://csmha.umaryland.edu/
"The fine Art of Fishing"	http://smhp.psych.ucla.edu/selfhelp.htm

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Originals for Overheads

The following can be copied to overhead transparencies to assist in presenting this material.

The Youth Violence Problem

- On a typical day, 6 or 7 youth are slain in this country, mostly inner-city, minority youth.

- Males are overwhelmingly the perpetrators in homicides involving youth, accounting for more than 90% of incidents involving those 10-17 years of age.

- Handgun homicides committed by young males (15-18) between 1980 and 1995 increased by more than 150%. This increase was fueled entirely by the use of handguns.

- Youth are three times more likely than adults to be victims of violence. One quarter of youth violent victimizations involve the use of a firearm.

- Nationally, 5% of students reported feeling too unsafe to attend school at least once in the thirty days preceding the National Youth Risk Behavior Survey. In Colorado, 4% of students reported feeling too unsafe to go to school.

- Nationally, 20% of high school students reported carrying a weapon (e.g., gun, knife, or club) at least once in the thirty days preceding the National Youth Risk Behavior Survey. Approximately 8% reported carrying a gun, and 10% reported having carried a weapon on school property on one or more occasions in those 30 days.

The information for this fact sheet was excerpted from the following Center Paper:
Arredondo, S., Aultman-Bettridge, T., Johnson, T.P., Williams, K.R., Ninneman, L., & Torp, K. (1999). *Preventing Youth Handgun Violence: A National Study With Trends and Patterns for the State of Colorado*. Boulder, CO: Center for the Study and Prevention of Violence.

http://www.colorado.edu/factsheets/factsheet16.html

WHO NEEDS TO WORK TOGETHER?

- SCHOOL BOARD
- SCHOOL STAFF
- STUDENTS
- PARENTS
- COMMUNITY LEADERS
- SERVICE GROUPS
- BUSINESS LEADERS
- GOVERNMENT REPRESENTATIVES
- LAW ENFORCERS
- MEDIA

What works in Violence Prevention

- Make the program comprehensive, involving families, communities and schools.
- Launch antiviolence curricula in the primary grades and reinforce it across grade levels.
- Tailor the program to its recipients. Take into account the age, community and socioeconomic status of your target population.
- Build personal and social assets that inoculate children against violent habits and diffuse their tendency to lash out physically when angry.
- Make program content relevant to the recipients' culture and ethnic identity to pique their interest and increase the likelihood that they'll retain it.
- Invest time and money in intensive staff development. Nobody--not even a teacher--can teach anger management and social skills without proper training and support, says Hammond.
- Develop a school culture that promotes social support and social cohesion while stigmatizing and punishing aggression and bullying.
- Use interactive teaching techniques, such as group work, cooperative learning and role-playing. Programs that develop students' violence-resistance skills, rather than just telling them, "Violence is a bad thing; you shouldn't do it."

Components of a Safe School Plan

1. Convene a Safe School Planning Team

2. Conduct a School Site Assessment

3. Develop Strategies and Implement Violence Prevention Programs to Address School Safety Concerns

4. Establish a Social Support Team

5. Develop a Crisis Response Plan

We hope you found this to be a useful resource.

There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

- Drug/alcohol abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulimia)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Learning, attention & behavior problems
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness